# Tenderfoot Academy:

## New Title I Directors Workshop

2013 Montana Title I Conference
April 24-25

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# Agenda

- **10:10-11:00**
  - Welcome and introductions
  - Review agenda and session targets
  - Getting to know our audience
  - Targeted Assistance Programs
  - Identifying Eligible Title I Students
  - Exiting Students
- **11:00-11:50**
  - Schoolwide Programs
  - Working with Private Schools
- **12:00-12:50**
  - BREAK FOR LUNCH
- **1:00-1:50**
  - Parental Involvement/FACE Program
- **2:00-2:50**
  - Title I Fiscal Issues/Close

# By the end of this day you will be able to:

1. Describe the purpose and appropriate use of federal Title I funds including developing a Title I budget

2. Use multiple data sources to identify students for Title I services, and how to exit those students

3. Understand the differences between Targeted Assistance and Schoolwide Programs

4. Work with private schools

5. Develop appropriate parental involvement policies and plans

# Getting to know our audience:

- Create name card, include:
    - Your name
    - Your role
    - School/district

# Title I, Part A

- Purpose – to increase the achievement of all students, particularly those who are disadvantaged
- Eligibility is not determined by income level
- Usually 1.0 to 1.5 grade levels behind peers

# Title I, Part A continued…Grants

- ESEA/NCLB is a formula grant program, not an entitlement.
- Districts are eligible for an allocation of federal funds through a formula.
- An application must be submitted and approved to receive a formula grant.
- Formula grants are monitored to ensure funds are spent according to the approved budgets and requirements are followed.

# Roles and Responsibilities of district-level Title I Directors

- Monitor instruction of students
- Monitor uses of district/school funds
- Work with administration to use funds wisely
- Supervise personnel
- Develop, monitor, and evaluate the program yearly
- Direct parental involvement programs

# Title I, Part A – Improving Basic Programs

- ◉ Instructional programs
  - ▪ Pull out:
    - ▫ Student is removed from the regular classroom
    - ▫ Must receive instruction from a highly qualified teacher
    - ▫ Must get same content as in regular classroom plus additional assistance
  - ▪ Push in:
    - ▫ Student remains in the regular classroom
    - ▫ Receives the same instruction as the rest of the class plus additional assistance
- ◉ Paraprofessionals
  - ▪ Must be highly qualified
  - ▪ Paras must work under the direct supervision of a certified teacher

# Targeted Assistance

- Targeted assistance programs (TAS) provide direct services to students eligible for Title IA services.
- Services can be in any subject but accountability is based on reading and math only.
- Services must be *supplemental* to regular educational services.
- School/district must have educationally related objective selection criteria for eligible students that includes *multiple* sources (e.g., below proficient on state assessments, teacher recommendations, local assessments)
- Samples are located on the OPI website
    - http://www.opi.mt.gov/Programs/TitlePrgms/TItleIA/TitleIA.html#gpm1_2

# Targeted Assistance p. 2

- Only staff directly supported by IA funds (in whole or in part) are considered Title I staff (teachers, paraprofessionals).
- Only students who receive services are counted as Title I students for reporting purposes.
- Must track types of services provided to eligible students.
- All students eligible for IA services should receive them, even if eligible under other programs such as IC (Migrant), III (LEP), or Special Ed.
- X (Homeless) students and N&D students automatically eligible regardless of school attending.

# Using multiple data sources

- **Assessments**
  - MontCAS Criterion Referenced Test (CRT)
  - Measures of Academic Progress (MAP)
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Curriculum Based Measures (EasyCBM)
  - In program assessments
- **Grades**
- **Attendance**
- **Behavior**

# Increasing student achievement in literacy and mathematics is goal

- **Using multiple data sources to target students**

- **Research-based interventions**

- **Professional learning**

# Identifying activity

| Student | CRT Reading | MAP Reading | Further Testing | Title I Elig. Rdng |
|---|---|---|---|---|
| Adams, A | 257 | 62 | | |
| Bonner, B | 300 | 95 | | |
| Clark, C | 205 | 19 | | |
| Davidson, D | 247 | 66 | | |
| Ellington, E | 285 | 89 | | |
| Foster, F | 265 | 78 | | |
| Greenfield, G | 250 | 64 | | |
| Harrison, H | 219 | 22 | | |
| Irving, I | 300 | 99 | | |

# How to Create an "or" Filter

- Create a workbook of student data with columns for student name and each test score you would like to include in your Title I eligibility criteria

- On a new sheet you will create the filter

- Rename the tab to "Reading Filter" or "Math Filter"

- Copy column headings from Sheet 1 for the columns that will be used to sort

- Add the first sort criteria in cell A2, the second criteria goes in cell B3, the third would be in C4, and so on using this format - <250 or >45

- Go to the "Data" tab on the top ribbon of the sheet where you want to sort information

# How to Create an "or" Filter

- Go to the "Sort and Filter" option and click on "Advanced"
- Click on the table button next to "List Range" field
  - Click on cell A1 in Sheet 1 and highlight the whole table (hit CTRL – SHIFT – END)
  - Click the table button again
- Click on the table button next to the "Criteria Range" field
  - Go to filter sheet and highlight the whole table
  - Click the table button again
- Click ok
- Now the list is filtered for the selected criteria.
- The list can now be sorted to determine which of these students is most in need of services.

# Research-based interventions

- **Doing what works**
  - Examples:
    - Adolescent literacy, Reading comprehension strategies
      - Graphic organizers
      - I do, we do, you do
    - K-8 mathematics, Fractions as numbers
      - Using number lines to recognize fractions as numbers

- **Center on Instruction**

- **Instructional Innovations (OPI)**
  - Anita Archer: keeping students engaged

# Schoolwide Programs

- Schools with at least 40% poverty are eligible to operate as schoolwide – district must notify school of option.

- School must develop a schoolwide plan that meets all requirements… usually about 1 year for planning.

- The OPI can waive this in certain situations.

- Plan should improve achievement for school overall, but students with academic need should still receive focused attention to meet their needs.

- Allows Title I and other funds to be used more broadly.

# Schoolwide programs p. 2

- Schoolwide (SWP) plan documents posted on OPI website under Title I Part A Improving Basic Programs page.
  - http://www.opi.mt.gov/Programs/TitlePrgms/TItleIA/TitleIA.html#gpm1_12
  - http://www.opi.mt.gov/Programs/TitlePrgms/TItleIA/TitleIA.html#gpm1_2
- SWP plan requirements are found in NCLB 1114(b)(1)(A-J).
- SWP plan reviewed and approved by district, revised annually.
- The OPI is working to incorporate all planning tools into the CSIP.

# Schoolwide programs p. 3

- Funds should be consolidated from Title IA, other ESEA/NCLB sources, and state and local sources to create schoolwide program.

- ALL staff are considered Title I staff (teachers & paraprofessionals).

- ALL students are considered Title I students for reporting purposes.

- Assistance can be given in any subject area listed in the schoolwide plan.

- Plan must be evaluated yearly by the school.

# Schoolwide programs p. 4

- Some funds may be used in a schoolwide school to provide services directly to targeted students, not as part of the schoolwide program. For example:
  - Title IC (Migrant) funds provide services directly to migrant students.
  - IDEA funds may provide services to students with IEPs if IDEA funds are not combined in the schoolwide plan.

# Private Schools

- NCLB requires equitable participation of private school students, teachers, and other personnel.

- Consultation with private schools <u>must</u> occur <u>before</u> decisions are made about programs to be offered.

- Private school students and teachers must receive services comparable to those received by public school students and teachers.

- The private school does not receive money from the public school.

# Private Schools (cont.)

- Private school allocation for Title IA is determined by # of low-income students residing in attendance areas selected to be served under Title IA.

- Private school allocation for other programs is based on the proportional share to that spent for public school students, teachers, or parents.

# Federal Law

- Under Title I, LEA's must provide services to eligible private school students if requested
- Services must be to eligible elementary and secondary students, their teachers, and their families
- "Equitable share"
- Services must be equitable to those provided to eligible public school children, teachers, and families
- Services must be secular, neutral, and nonideological

# Consultation

- Discussions must be held between the LEA and private schools on the key issues related to Title I services

- This gives both groups an opportunity to express their views about the services

- Helps to foster productive working relationships between the groups to better impact student achievement

# Consultation Requirements

- Ways the LEA will identify eligible students
- Services to be provided
- How and when the LEA will make decisions about the delivery of services
- How, where, and by whom the LEA will provide services
- The method and sources of data the LEA will use to identify eligible students

# More Requirements

- Services the LEA will provide to teachers and families of eligible students

- Discussion of the delivery mechanisms the LEA will use to provide services

- If a third-party contractor should be used

# General Consultation Information

- LEA must keep records related to the consultations
- Signed affirmations from private school
- Consultation should be on-going
- Private schools have the right to complain
- Title I application (Egrants) must be available to the private school

# Program Assessment

- Program should be assessed for effectiveness at the end of the year
- Students should be assessed before program entry, during the program, and at the end of the year
- Next steps should be discussed with the private school
- Prepare for the next year

# Allocating Funds

- There are four main sources to determine poverty data:
  - Census count
  - Free and reduced lunch
  - Temporary Assistance for Needy Families (TANF)
  - Medicaid assistance
  - Proportionality
- This process may be difficult in a private school

# Collecting Poverty Data

- Free and reduced lunch count is preferable
- May have to use comparable poverty data from other sources
- Can be done every two years

# Eligible Children

- Child must reside in a participating public school attendance area

- Must meet the requirements to be served under Title I

- LEA must work with the private school to determine eligibility

# Types of Services

- LEA designs the Title I program with input from the private school

- Must supplement and be well coordinated with the regular program

- Service types: instructional services, extended day, family literacy, counseling, computer-aided instruction, home tutoring, etc.

- Must be secular, neutral, and nonideological

# Qualifications

- Teachers and paraprofessionals who are employed by the LEA must meet the highly-qualified rules under NCLB

- Third-party providers do not have to meet the NCLB requirements

- Hires outside of existing contracts with LEA/private school

# Administrative Costs

- Reasonable amounts may be set aside to run the program at the public and private school
- Third-party administrative costs are allowable
- Expenses:  furniture, purchase or lease of property, insurance and maintenance costs, transportation, etc.
- Cannot be used to renovate the private school site

# Parental Involvement

- Like Title I in a public school, it is required for private school participation

- If the district receives $500,000 or more in Title I funds, it must set aside 1% for parental involvement and a portion of this must be used for parental involvement activities for private school parents

# Professional Development

- Should assist public and private school staff
- Must have meaningful consultation
- Services must be equitable and paid for by the public school
- Must only be for private school teaching staff directly working with identified Title I students-reading and math only

# Welcome Back!



Title I

Family & Community Engagement

(Parental Involvement)

# The Forest Metaphor for School-Family-Community Partnerships

# Student Success Requires a Healthy Ecosystem

# Students

© Dave Showalter

# Family

# **Community**

# School

# Students Within a

# School-Family-Community Partnership

# Students in Isolation

# Involving parents

What is Family and Community Engagement(parental involvement)?

# Building Capacity

And we don't mean how big your buildings are…

- Do you know how to get parents in the building?

- Does your staff know how to engage parents once they are there?

- Do your parents know how to help their children learn and succeed in the classroom?

# Non-negotiables of FACE and Title I

- Parental Involvement Policy – district & each Title I school – parents must help develop and review

- Set aside of 1% if allocation over $500,000

- Annual meeting

- Compact – parents' responsibilities, school's responsibilities, clearly linked to your goals

- Ongoing  meaningful communication between parents and school

# Continuum of Parent Involvement

- Parent Involvement Coordinator
- Family Resource Centers
- Family Advocates
- Leadership Teams
- PTHV Project Home Visits
- APTT
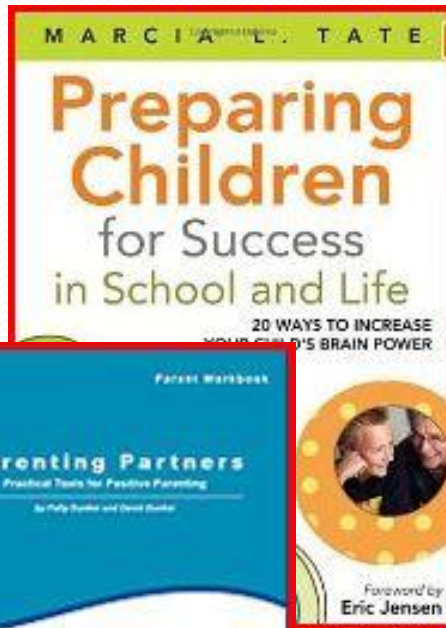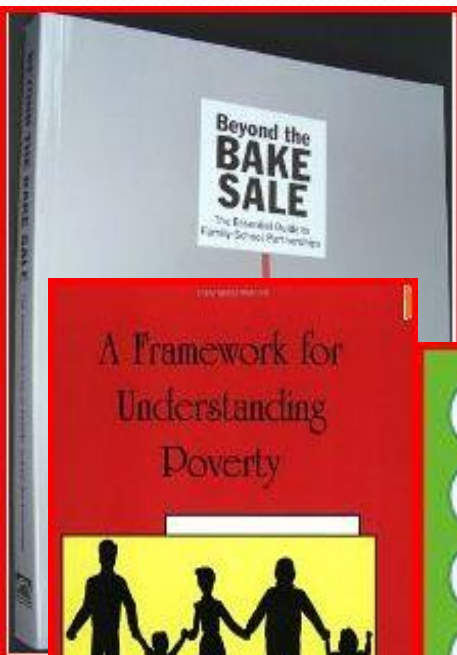- Parenting Partners
- Early Childhood

# Engaging Parents

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

Jane D. Hull – Gov. of Arizona (1997-2003)

# Parent Involvement Resources
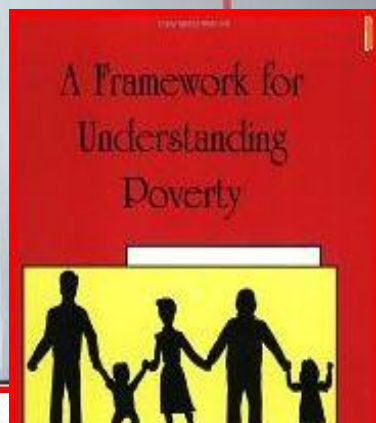
Academic Parent Teacher Teams (APTT)

# Family Engagement Tool (FET)

# School Team

- Principal
- School Staff
- Parents

# 1. School Information Form



- Contact Information
- School Demographics
- School Personnel
- School Grade Levels and Enrollment
- State Standards Assessment Scores

# 2. About Your School

- Current Parent Involvement Practices
- Parent Education
- Opportunities for families to be involved

# 3. Scoring Key Documents

- District Parent Involvement Policy*
- School Parent Involvement Policy*
- Compact*
- Homework Guidelines
- Student Report Card
- Classroom Visitation Procedures

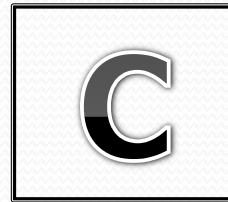*Title I Documents

# 4. School Community Survey

- Each member completes survey
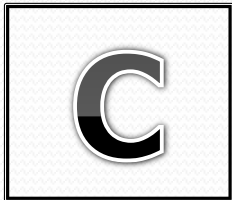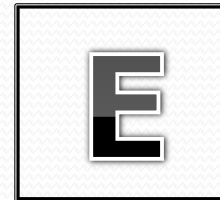- Team discusses each question and arrives at a consensus score

# Building Blocks

**SL** **S**hared **L**eadership

**C** **C**ommunication

**PP** **P**olicies & **P**ractices

**C** **C**onnection

**E** **E**ducation

# 5. Needs Assessment & Plan Development

**Now**

**How**

**Where**
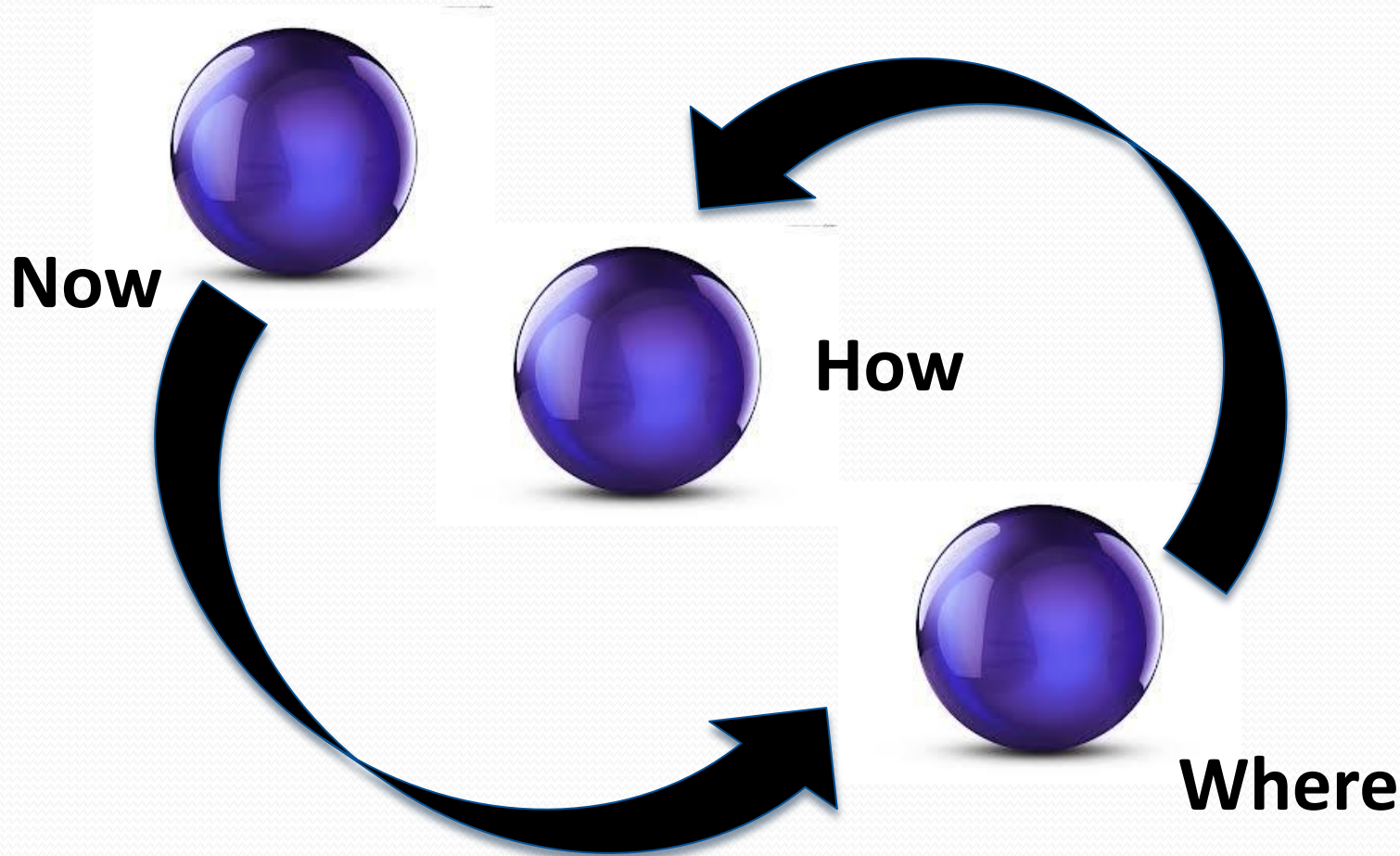
Wise Ways®


Building Blocks


RESOURCES

# Cheryl Heldt
## Family Engagement Tool Lead
## 406-444-0686
**cheldt@mt.gov**
**http://www.opi.mt.gov/Programs/TitlePrgms/TItleIA/TitleIA.html#gpm1_4**

# Title I Fiscal Issues

- Grant Period
- Allowable Expenses
- Supplement, Not Supplant
- Procurement
- Equipment, Supplies, & Inventory
- Budget Revisions
- Budget Activity

# Poverty Data

- Type of poverty data must be same for all schools
- Several large districts get their allocation based on the Census poverty count
- Most districts use free & reduced lunch qualification
  - Direct certification data available from CNS for free lunch
  - Applications for reduced lunch
- May use survey if no Free & Reduced lunch program offered

# Method of qualifying schools

- Single attendance area (a one-school district or one school per grade span): may serve any school
- District enrollment < 1000: may serve any school(s)
- Rank schools in order by poverty, all above 35% (may group by grade span)
- <u>All</u> public schools must be listed on site eligibility form with poverty rate, including correspondence and charter schools

# Title I Set-Asides

- Set-asides are amounts used at district level before allocating funds to schools; some are required
- Types of set-asides (some required):
  - Administration (optional, as needed)
  - Professional development (at least 10% *each year* for districts in improvement - required)

# Types of Set-Asides p. 2

- Homeless (required; to serve homeless students in non-Title I schools)

- Neglected & delinquent (as needed)

- Parent/family involvement (1% required if IA allocation > $500,000)

- Extended time (after school, summer school, etc.)

- Choice/SES (amt = up to 20% required if any Title I schools at ImYr1 or above)

- Other district wide programs (preschool, school improvement, etc.)

# Distributing Funds to Schools

- Find total of set-asides
- Subtract from Title IA district allocation
- Add carryover from prior fiscal year (optional)
- May add back 95% of parent involvement set-aside to allocate to schools through formula or may keep as set-aside to operate parent programs
- Balance is amount available to distribute to schools

# Ranking & serving rules

- All schools at 75% or above poverty must be served
- Schools served in rank order may be funded at different per pupil amounts as long as higher poverty schools have = or > per pupil (pp) amount
- Calculate school allocation by # of low-income students X per pupil amount
- If serve schools < 35% poverty, must use 125% rule

# Transferability

- Transfer:
  - Ability to transfer up to 50% of funds from certain NCLB programs to other programs
  - Restrictions apply to districts in improvement or corrective action
  - Transferred funds "become" funds in new program with new program requirements. (For example, funds transferred <u>into</u> Title IA increase the IA allocation amount and increase set-aside amounts.)
  - All districts are eligible for transfer (unless in corrective action), but may benefit more from REAP if eligible.

# REAP

- Rural districts that meet federal definition are eligible for REAP

- Eligible districts may use up to 100% of funds from one program for the purposes of one or more other NCLB programs (certain restrictions apply)

- REAP funds are not transferred, and unused funds would revert to original program

- Provides flexibility to pool small amounts of funds

# Budgets

- Complete Transfer or REAP pages first before completing budgets
- Total of all original NCLB allocations <u>minus</u> funds REAPed or Transferred out <u>plus</u> funds REAPed or Transferred in must equal total of all NCLB funds after REAP or Transfer
- Budgets and narratives must match program activities section of application
- Expenditures must meet program and fiscal requirements

# Grant Period EDGAR 76.708

- Funds may be obligated for a subgrant on the later of:
  - The date the state may obligate funds under the grant period (July 1) or
  - The date the district submits its application to the state in a "substantially approvable form" (program activities, budgets & narratives, signed cover page & assurances submitted)
- Reimbursement of expenses is subject to approval of the final application

# Grant Period p. 2 EDGAR 76.709

- Unexpended funds from the first grant year may be carried forward to the next grant year
- State must return funds not obligated to the federal government
- FY 2013 Funds:
  - July 1, 2012 – September 30, 2013 (1$^{st}$ grant period)
  - October 1, 2011 – September 30, 2012

# Grant Period p. 3 EDGAR 76.709

- Some Titles have carryover limitations:
  - Title IA - 15%
  - Title IC – carryover not allowed
- State fiscal year July 1 – June 30
- Federal fiscal year October 1 – September 30
- Federal funds carried over after June 30 of the state fiscal year must be obligated by September 30

# Allowable Expenses

- All Costs Must Be:
    - Allowable under grant requirements
    - Necessary & Reasonable
    - Allocable (proportionate to program)
    - Legal under state and local law
- OMB Circular A-87 State, Local & Indian Tribal Governments
- OMB Circular A-133 Compliance Supplement
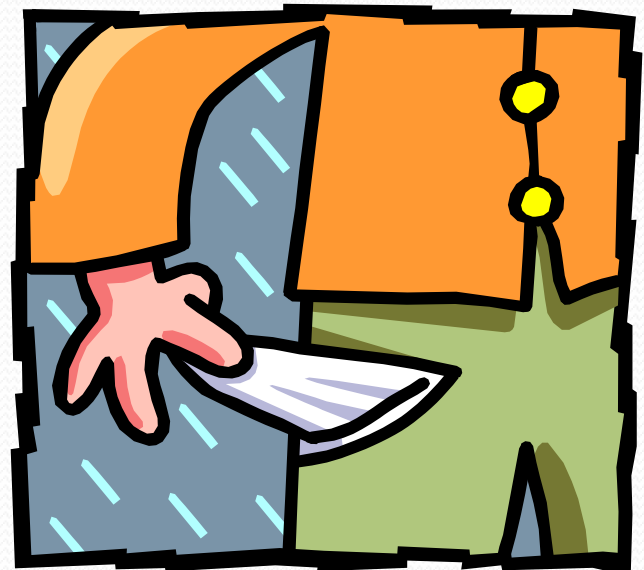
# Supplement, Not Supplant

- Federal funds must be used to "supplement, not supplant"services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases, other federal funds).

- Always ask: "What would have happened in the absence of federal funds?"

- The "Laugh Test"

# Supplement, Not Supplant p. 2

- A-133 Compliance Supplement presumes supplanting in two situations:

  1. Used federal funds to provide services the SEA (state) or LEA (district) is required to make available under other federal, state or local laws

  2. Used federal funds to provide services the SEA or LEA provided with state or local funds in the prior year

# Supplement, Not Supplant p. 3

- Presumption may be rebutted:
  - If SEA or LEA demonstrates it would <u>not</u> have provided the services with state or local funds if the federal funds were <u>not</u> available

# Supplement, Not Supplant p. 4

- To rebut presumption show:
  - Fiscal or programmatic documentation to confirm that, in the absence of federal funds, would have eliminated staff/services in question
  - State or local legislative action
  - Budget histories and information

# Equipment, Supplies & Inventory

- Different rules for equipment and supplies
- Equipment
  - Federal Definition of Equipment
    - Tangible personal property
    - Useful life of more than one year
    - Acquisition cost of $5,000 or more
  - LEA may use lower cost threshold for equipment
    - "Sensitive" items may also need to be tracked (Blackberry, digital cameras, laptops, iPads, etc.)
- Supplies
  - Everything else

# Equipment, Supplies, & Inventory  p. 2

- Equipment
  - Must have adequate controls in place to account for location, custody, & security of equipment
  - Property records: Description, serial number or other ID, title info, acquisition date, cost, percent of federal participation, location, use and condition, and ultimate disposition
  - Physical inventory - at least every two years
  - Control system to prevent loss, damage, theft
  - Follow disposition rules when no longer needed

# Equipment, Supplies, & Inventory  p. 3

- Supplies
  - Must maintain effective control and accountability
  - Must adequately safeguard all such property
  - Must assure that it is used solely for authorized purposes
  - Inventory not required

# Budget Revisions

- After the NCLB Application is approved, district must get prior approval from OPI for the following changes:
  - Project or activities that exceed 50% of current approved budget line item
  - Programmatic Changes - Any revision in the scope or objectives of the grant

# Budget Revisions p. 2

- Submit budget revisions by creating an Egrant amendment

- After submission to OPI, the grant will be read and approved

- If it is not approved, the district will be notified of the reasons

- After approval, funds can be requested by the normal procedure

# Developing a district-level Title I budget

- Budget activity

# Resources & Assistance

- OPI forms and webinars
- OPI website: www.opi.mt.gov
    - Finance and Grants tab
        - Egrants login
        - Grants password and login
        - ESEA/NCLB Consolidated Application

# Resources & Assistance p. 2

- www.ed.gov
- www.ed.gov/policy/fund/reg/edgarReg/edgar.html
- www.whitehouse.gov/omb/circulars/

# Questions?

# Where are we now?

- Did we meet our targets?

- Plus/Delta
  - What went well?
  - What might we do differently next time?

# In closing…….

How do we engage parents and families without adding to the burden our families carry?